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ABSTRACT

This handbook presents guidelines for sequential career development activities which were developed for a fused curriculum at a 2-day teacher workshop. Enumerating the educational responsibilities of the career coordinator and the instructor, this instructional outline correlates concepts to be taught, educational objectives, and suggested learning activities separately for the elementary, middle school, and high school levels. Developed by a workshop director, an elementary coordinator, and a middle school coordinator, these workshop materials include annotated resource lists, workshop goals and objectives, and a rationale for career education. (AG)

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CAREER CENTERED CURRICULUM

WORKSHOP HANDBOOK

Career Education Program
New Albany City Schools
New Albany, Mississippi

August 1971

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CAREER CENTERED CURRICULUM

WORKSHOP HANDBOOK

New Albany City Schools
New Albany, Mississippi

Dalton Anthony
Director

Mrs. Mary Childers
Elementary Coordinator

Mrs. Betty Bagwell
Middle School Coordinator

CAREER CENTERED CURRICULUM WORKSHOP
NEW ALBANY CITY SCHOOLS
NEW ALBANY, MISSISSIPPI
AUGUST 23 - 24, 1971

Purpose:

To develop career oriented activities to be fused into the present curriculum.

Objectives:

While participating in this workshop, teachers will:

1. Work in subject area groups and/or teams to develop sequential topics of study.

2. Study present curricular materials, (i.e. basal readers, adopted texts, audio-visual aids, career development materials, and other resource material), and develop activities which may be used to teach career development concepts.

3. List appropriate resource material to be used.

RATIONALE FOR CAREER-CENTERED CURRICULUM

There is an urgent need today to bring the public school curriculum into a closer alignment with the real world which millions of youths must face. We need in our public schools a kind of curriculum that properly relates academic subject matter to real life concerns. In short the public school curriculum should be career oriented. This suggests the need for a marriage of general education and career education. We all are trying to assist the youth whom we teach to become individuals who find satisfaction in living with themselves while at the same time being profitable to society.

A person's career is probably the most important activity of his life style. It influences or even determines most of the other activities in his life. For example it helps determine where he will live, the kind of home and family he will have, the kind of social and even political activities he will be involved in, and finally, the kind of people with whom he will associate.

The career oriented curriculum in the public school will tie what is taught to the goals of students in such a way that they will be motivated while they are in school and will better equip them to choose from many alternatives as they take the next step after high school. It is important that students be adequately prepared to take that step, whether it be on-the-job training, apprenticeship, junior college, or four year college.

The intent of the career-centered curriculum is to provide students from grades one through twelve with curricular offerings which become more meaningful and purposeful through practical individual experiences which meet their personal needs and help them to establish aims and goals. Thus, students relate subject matter to the career development process.

Simulated work experiences, the sociological and psychological factors of work, the economics of work, self-exploratory experiences, and occupational information should be incorporated into the curriculum. These inclusions should motivate students through recognition of relevancy of school work to future life goals and simultaneously provide students with a background that will lead to a wise career choice.

The career-centered curriculum is not a panacea for all of our educational ills. It does however offer a practical approach that makes educational experience relevant to the needs of youth and relates the school program to what is going on in life.

RESPONSIBILITIES OF CAREER COORDINATOR

1. To cooperate with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.

2. To coordinate the activities of the school in the field of career orientation to prevent duplication.

3. To develop a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. To provide tentative concepts and objectives upon which the teachers may build their own specific programs.

5. To act as a consultant upon whom the teachers may call for suggested activities.

6. To provide a prolific source of career information through a well organized career resource media.

7. To survey local career opportunities and arrange for utilizing these in experiences in the classroom.

8. To act as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

9. To maintain a personal file on all career-centered curriculum students.

10. To work closely with the guidance counselor in administering tests for the purpose of self-analysis.

RESPONSIBILITIES OF THE TEACHER

1. To become aware of the career areas related to the subject areas taught.

2. To create methods for relating to and incorporating career information into subjects taught.

3. To create in the students an awareness of possible careers in which they will be involved in the future.

4. To refer students who become interested in careers to the career coordinator or counselor for additional information.

5. To cooperate with career-coordinator in setting up a time for planning on some regular basis.

6. To give students career pamphlets and information whenever available.

7. To aide the career-coordinator in compiling bits of information and work samples relevant to future career choices, to become a part of the student's career center file.

8. To communicate to the career-coordinator how the concepts and objectives of the career-centered curriculum are being carried out.

E L E M E N T A R Y S C H O O L S

(Concepts, Objectives & Suggested Activities)

Mrs. Mary Childers
Coordinator

CONCEPTS

Primary, Part I

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The neighborhood needs many workers.
4. There is dignity and honor associated with well performed service---able work and for the individual who performs it.
5. Certain careers require specific abilities on different "know how."
6. People have the potential for success in a number of careers.
7. Work has always been necessary to and expected and admired by society.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies, and social amenities
   - G. Enjoyment of work and play
   - H. Motor skills
   - I. Math Skills
   - J. Language skills
   - K. Alertness (listening)

2. To introduce the world of work

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career Coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health Nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home

   C. Family careers outside the home

3. To show the relationship between the different neighborhood workers and the goods and services they provide, and also, the inter-relationship of many neighborhood jobs.

4. To dignify the importance of all honest work

5. To begin to develop an awareness that people differ in abilities, skills, and interests

6. To develop the idea that people work for different reasons

7. To develop the idea that work is necessary for survival and progress

CONCEPTS

Primary, Part II

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The community needs many workers.
4. The extended community (selected world communities) needs many workers.
5. There is dignity and honor associated with well performed service---able work and for the individual who performs it.
6. Certain careers require specific abilities on different "know how."
7. People have the potential for success in a number of careers.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies, and social amenities
   - G. Enjoyment of work and play
   - H. Motor skills
   - I. Math
   - J. Language skills
   - K. Alertness (listening)

2. To introduce the world of work:

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career Coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health Nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home.

   C. Family careers outside the home.

3. To show the relationship between the different community workers and the goods and services they provide, and also, the interrelationship of many community jobs.

4. To show the relationship between geographical location and work and career opportunities

5. To dignify the importance of all honest work

6. To begin to develop an awareness that people differ in abilities, skills, and interests

7. To develop the idea that people work for different reasons

CONCEPTS

Intermediate, Fourth Year

1. Geographical location affects career opportunities.
2. Facts about careers come from many sources and experiences.
3. Attitudes, values, interests and activities affect career choice.
4. We learn about self from family, peers, and others.

OBJECTIVES

1. To develop the relationship that exists between geography and types of work through a review of the home, school, neighborhood, and community (New Albany) and a study of the extended community (Mississippi and selected countries with dissimilar geographic features)
2. To show the relationship that exists between what is learned in all the curriculum areas of school and experiences in everyday living and preparation for career choice, through planned activities and experiences or through incidental teaching as the occasion may arise.
3. To instill the importance of continually growing in self-knowledge and development as preparation for future career selection
4. To develop the realization that we can better understand and assess ourselves as we observe the manner in which our family, peers, and others react to us and by our everyday relationship with these people

CONCEPTS

Intermediate, Fifth Year

1. People must make choices and solve problems.
2. Geographical location influences career opportunities.
3. Advances in knowledge affects careers.
4. Education and training affect career choices.
5. Jobs and skills can be related to different school subjects.
6. Self-knowledge, attitudes, values, interests, and activities as well as liabilitiesare important to the decision-making process.
7. Work and preparation for career choice is necessary for personal happiness and independence and the good of society.

OBJECTIVES

1. To develop an understanding that the progress and development of our country has been based largely on the ability of the explorers, the settlers, the colonists, and its citizens throughout its history, to make wise choices and to solve problems effectively.
2. To develop an understanding of how and why different geographic locations and conditions affect job and career opportunities, through a study of the different regions of the United States
3. To create an awareness that as advances in knowledge occur jobs change in responsibility and requirements or may even become obsolete as new careers come into being
4. To develop the realization that careers require both general and specific education and certain definite skills, and that it is important to find out about the kinds of skills and education necessary to qualify for certain job areas
5. To provide the opportunity within the school curriculum for the acquirement of skills necessary to fully contribute to or participate in the world of work commensurate with abilities and interests
6. To continue to give the child an opportunity to develop a

positive concept of self:

A. Grow in ability to understand self as an individual who is unique and different from other individuals

B. Grown in ability to understand his own feelings and the feelings of others in the invironment

C. Recognize problem areas and develop skills to cope with problems

D. Recognize and accept limitations which cannot be changed

E. Develop ways to cope with and overcome those limitations which can be changed

F. Grow in development of independent analysis of needs

7. To help students learn to value the dignity and importance of all types of work and skills that contribute to the positive over-all welfare of our society

SUGGESTED PROCEDURES, TECHNIQUES,
EXPERIENCES, AND ACTIVITIES

Primary, Part II

Man's Relationship to His Environment

A. Orientation to School

B. Where Do I Live?

1. My Community
2. My Family's Role in the Community

1. From the very beginning, when giving instructions or making explanations, stress the importance of establishing good listening habits and being alert because "it is not only important for knowing what to do now, but will also be very important in your life's work in the future."

2. At every possible opportunity, explain to and remind students that one of the most important reasons for attending school is to prepare for their future career, and all the skills and behaviors learned in school are in preparation for this.

3. Make name tags and select students who have attended your school already to serve as guides. These tags could be made during art, language arts, or social studies periods.

4. Have the students make drawings to illustrate desired behavior in the various areas of the school, as work areas, playground, corridors, cafeteria, auditorium, etc. This activity would lend itself well to art, language arts, or social studies.

5. As school personnel are introduced to the students, study the different careers they represent by inviting them to talk informally about their jobs with the students.

6. Allow rotating groups of students to dramatize desired behavior in various school areas, while the other students serve as the audience. Involve every child in at least one dramatization.

7. Draw up a team constitution. Get suggestions from homerooms and let a committee combine them.

8. Assign school tasks to all children and stress the importance of the responsibility that each child has and how important it is that he live up to his responsibility, for his own personal satisfaction in

having done his job well and for the well being of himself and others---others are depending on him. Rotate assignments so that each child can have the responsibility of as many tasks as possible.

9. After several weeks of school have a discussion of the different school tasks in which each child, that desires to do so, is allowed to tell about the tasks that he likes best and why, if he knows. This could be a very important self-analysis experience.

10. Have each child find out all he can about the careers (including that of homemaker) of his parents and report orally to his classmates and/or invite his parents to school to talk about their work. If parents come to school in this capacity, they should be asked to wear their work uniform or the kind of clothes they usually wear to work. The following outlines could be used for student reports on parent talks:

Parent

I. Statement of career and description of job tasks and responsibilities

II. Why I Work

A. Support family
B. Supplement family income
C. Personal satisfaction
D. Service or goods provided community or extended community

III. Other careers in the community that my job depends on, and other careers that depend on my job

IV. What I like best about my work

V. Training and education required for my job

Student

I. What my mother/father is

II. What he/she does at work

III. Why she/he works

IV. How her/his job helps people

V. The kind of training she/he had to have to do her/his job

11. If the parents of your students do not represent all the careers in the community invite others who are representatives of as many

of the remaining careers as possible, following the suggestions for activity 10.

12. When students report on the careers of their parents, allow them to wear a costume uniform or clothes of the type their parents wear to work. Costume uniforms could be a project for art class---policeman's cap, fireman's hat, cook's hat, etc.; or these could be borrowed from the parents.

13. Help to dignify all types of work by the attitude you display toward and the recognition you give to all careers discussed or studied.

14. In music class sing happy, lively songs about work in general and different kinds of work.

15. Allow free, independent reading about different careers, in library books or stories in supplementary readers.

16. Read stories about work and different community careers to the children.

17. Have students ask their parents how they use math in their everyday life and in their work and report orally to their class.

18. Have students to ask their parents how knowing how to read and write and speak well, helps (Or would help) them in their job.

19. In teaching math, use as many story problems involving real life situations as possible. Whenever practical, allow students to make up their own problems or to use math to solve actual problems that arise in the classroom or at home.

20. Have a hobby show. Encourage each child to bring his collection or collections to school and/or tell about some of his favorite activities (Things I Like to Do Best). In discussing the exhibits and different activities, point out the fact that people like to do different things because while people are alike in many ways, in other ways, they are very different. Also, point up the fact that people can and like to do many different kinds of things. This activity can be used in speech, reading, language arts, art, and health.

21. In music class, ask those who have special musical talents to present a recital for the rest of the class.

22. As a spelling activity, have each child learn to spell his parents' occupations, as industrial sewing machine operator, lawyer, utility lineman, minister, plumber, nurse, doctor, truck driver, professional cook, maid, heavy equipment operator, garbage collector, etc.

23. Study good grooming habits in health science by discussing and allowing the children to dramatize The Way We Get Ready to Come to School.

24. As a basis for developing good manners, discuss The Golden Rule. Then, under your direction allow the children to dramatize the use of good manners in a number of social situations. Examples: table manners at home and at school; standing in line at water fountains, in the cafeteria, and at the movie theater; making introductions, taking turns, walking on the right; holding doors open for those behind; covering your mouth when you sneeze and cough, whispering in quiet areas, etc. This would be a good activity for speech, language arts, or social studies.

25. In physical education, discuss and make posters representing good eating habits, enough sleep, enough physical exercise through work and play, etc.

NEW ALBANY

Fourth Year Students

I. Location
II. History
III. Life in New Albany Today and Long Ago
IV. Government
V. Comparison with Other Communities
VI. Important Events

1. Ask the students whose parents work in New Albany, Union County, or immediate surrounding area, to invite their parents to come to school and tell about their work and training and skills required for it. They should come dressed for work and should relate how our geographical location, climate, natural resources, and natural and man made features, such as the river, lakes, highways, and railroads affect their job, if this is relative.

2. Let the children make a bulletin board with the title Careers of Our Parents. Suggest they use illustrations, pictures, or photographs with captions such as: Nurse, Becky's mother, Bill's mother. Change the board every few days and use it long enough to display the career of every child's parents. This could be a team wide or class activity.

3. List the kinds of goods and services provided by our downtown area and the careers connected with these.

4. List the goods provided by the country area surrounding the town of New Albany and the careers connected with these.

5. Discuss the growth of shopping centers in New Albany and the new jobs created by this.

6. Discuss how the workers of New Albany and the workers of Union County are interdependent.

7. Ask the children whose families have lived in the area for a long time, to try to find out when their ancestors came here and what kinds of work they did. During a class discussion, relate the hard work of ancestors and early settlers to progress.

8. During a study of shelter today in New Albany, (a) discuss the duties of workers who build houses, (b) ask representatives of the different building careers to come to school in work clothes and discuss the responsibilities of and the training and skills required

for their jobs - carpenters, carpenter's helpers, brick masons, etc. Ask these people to especially explain how they use math in their work, (c) Visit a house construction site to allow children to observe these workers on the job.

9. Try to take field trips to observe at least one occupation representative of every parent on your team, especially those occupations your students are least familiar with.

10. Make a spelling list of all the different career names of all the parents of children on your team. If the list proves to be long, several assignments may be taken from it.

11. Draw a mural to show a house raising, quilting party, corn husking, and other activities of the settlers of New Albany. Use this as a springboard for a discussion of how people long ago worked together. Then, discuss some ways people in New Albany today work together for their common good.

12. Discuss how our need for food creates jobs for many people. Make a list and/or display of food related careers.

13. Ask representatives of food related careers to come to school in their work clothes, to talk with the students.

14. Take the class to a local supermarket to not the many places our food comes from and the different workers in the market.

15. Have the students find where the food they had for breakfast was grown or produced and the workers involved in its preparation.

16. Ask a student to interview the Public Health Inspector about the responsibilities of his job and the preparation required for it. It would be good to have this interview taped, if the party involved is agreeable.

17. List all the factories in our area that make clothing and the articles of clothing made in each. Arrange for samples to be shown in the classroom. Visit one of these factories.

18. Discuss the effect on the economy of New Albany that the clothing factories exert.

19. Discuss and/or make a display concerning the different careers created by the production and distribution of clothing---farmers, processors, designers, pattern cutters, industrial sewing machine operators, tailors, promoters, fashion models, advertizing, buyers, retailers, sales clerks, etc.

20. Ask Gayle Kirkpatrick, New York fashion designer from New Albany or his mother to come to school to discuss his career and show some of his designs.

21. Collect and display brochures from the clothing factories in the area.

22. Discuss the interdependence of New Albany and the rest of the world. Make a list of all the jobs in New Albany and the goods and services they provide.

23. Make a collection of items made in different factories and plants in New Albany. Arrange these in a display. Articles too large for display can be represented by pictures or photographs.

24. Read stories about pioneer people and their work. Discuss why fewer people can produce more than in days of long ago.

25. Make a bulletin board and toy display showing modes of travel available in New Albany. Then, ask a bus driver, truck driver, train engineer, and an airplane pilot to visit the class in work clothes and talk with the students about their jobs---skills, and education needed, responsibilities, etc.

26. Ask persons who represent newspapers, radio, television, magazines, and the telephone company to come to school and discuss career opportunities in each area of communication. This would be a good activity for either language arts or social studies.

27. In physical education (a) discuss how recreation and rest from work are necessary to renew strength and interests of workers, (b) discuss how we must learn to make wise choices for using leisure time, (c) discuss how people have more time today because of labor saving equipment, (d) make a list of places in New Albany where people can go for recreation, (e) discuss ways that girls and boys can help take care of recreational facilities, and (f) learn a new game to teach to your physical education group at school.

28, In physical education list some pioneer activities that were fun as well as work. Suggest to the students that they get their family to cooperate, and instead of watching T.V., plan and carry out some family activity, as pioneers did. If they are successful ask them to share their experience with their classmates. The latter part of this activity could be used for a speech class.

29. In language arts, have the children write a story about some type to pioneer family recreation, such as a house raising, quilting bee, or spelling bee.

30. List workers in each of our community institutions---schools, churches, library, banks, and hospital. Ask a representative of each institution to come to school to discuss their duties and qualifications.

31. Visit the banks and ask somebody there to explain to the students the services they provide other than saving our money.

32. Invite representatives of city and county government to come to school to explain their responsibilities and qualifications. Set up a team government. Elect a mayor, council, etc.

33. In language arts, have the students write stories about the work of firemen and policemen.

34. Allow students to illustrate stories written about careers and work in art classes.

35. Allow students to write a song about work in New Albany, under the direction of and help of the music teacher.

36. In health/science read stories that promote a good self image, foster an understanding of self and others, stress the importance of good grooming and good health habits, and encourage godd manners.

37. List the health related careers in New Albany and ask some of these people to come to school to talk to the children.

HUMAN VALUES, RIGHTS, AND RESPONSIBILITIES

INTERMEDIATE FIFTH YEAR STUDENTS

I. Values
II. Rights
III. Responsibilities
IV. Our Flag
V. Pledge
VI. Our National Anthem
VII. The Statue of Liberty
VIII. American Patriots
IX. Historic Places
X. Patriotic Holidays
XI. Government
XII. Our Capitol City

1. Point up the importance of each class member by presenting a hobby and talent show. Before, after, and during the show discuss the importance of each class member and how the likenesses and differences of people make our school and country more interesting. This activity could be used in all areas of the curriculum.

2. Make a class or team bulletin board and table display illustrating the hobbies and talents of some famous women and men who have made outstanding contributions to our country. Allow the students the responsibility of deciding which persons will be displayed. A committee could present a slate of names from which the class could select four or five out of ten by secret ballot. This would be a good election year activity. It would be well for the candidates to be presented a week in advance so that the class members would have time to do some research that would enable them to make a wise choice.

3. Stress the importance of group endeavors, in which people cooperate to attain a common goal, by making a bulletin board to illustrate the various contributions to a project. Example: The recent moon flight, Apollo XV---scientists, design and construction engineers, astronauts, ground controllers, tracking engineers, recovery personnel, etc.

4. During any group or committee project, find some contribution that each member can make to the overall project. Recognize and brag on the different talents of the students, and continue to discuss how the many and different talents of people makes life more interesting and better.

5. Invite the parents of the students in any class to come to school (one at a time), as soon as possible, to tell the students about their careers, wearing their work clothes. At the conclusion of each informal talk, allow students to ask questions.

"Plant" these questions with the students:

1. How has what you learned in school helped you in your work?
2. How do you use math in your work?
3. Do you need to know how to read on your job?
4. Are good groming and good manners important for your job?
5. Do you need good health to do your work well?
6. What scientific knowledge or inventions do you use in your work?
7. Does an appreciation of art, music, and literature help you (or would it help) enjoy your leisure time more, and therefore make you a healthier and happier worker?
8. Do you think an appreciation of the fine arts helps you to enjoy and better understand people?

These questions could be submitted to the parents ahead of time, giving them time to collect their thoughts.

6. Hold a class or group discussion around the theme, "What My Country Would be Like if Everyone in It Were Just Like Me".

7. Keep a scrapbook of articles and pictures illustrating that people must respect the rights of others.

8. During a study of human rights, use a study of the elections, to point up the importance of decision making and wise choices based on careful study of information and the responsibility attached to the right to vote. This activity could culminate in a mock election.

9. Write a paragraph in language arts on the title, "Every Individual is Important."

10. Discuss the importance of every student having the best education to suit his needs possible, so he can become a happy, self-supporting, contributing member of our country.

11. Read "The American Creed" by William Tyler Page to the students--reading, language arts, social studies.

12. In math, use as many reading and classroom situation problems as is practical.

13. In health/science, stress good grooming.

14. In each area of the curriculum, when ever the occassion may arise, discuss career opportunities that pertain to that particular area. Examples: Art--Commercial Artist, Interior Designer; Physical Education--Physical Education Instructor, Professional Baseball Player; Music--Professional Singer, Band Instructor; Health/Science--Dietician, Astronaut; Math--Accountant, Civil Engineer; Language Arts--Lawyer, Television Announcer; Social Studies--Senator, Welfare Worker.

15. During a study of the agreements made between countries, how countries work together, and the United Nations, allow a few of the students to find out what the duties and responsibilities of an ambassador is and the preparation needed for this type career?

16. During a study of our flag and / or making a U. S. flag in art, read about Betsy Ross and discuss how her work has contributed to our country.

17. When studying The Pledge of Allegience, discuss one of the important meanings of liberty--the right to make our own personal decision about the career we will choose, according to our interests, abilities and preparation.

18. In music, sing and study "The Star Spangled Banner," and bring out the fact that when Francis Scott Key wrote this song, he was working--work which made a contribution to our country. This presents an excellent opportunity to remind students that work takes many forms.

19. Study the design of the Statue of Liberty in art and use this as a take off on a study of the different design careers--industrial designers, architect, interior designer, fashion designer, etc.

20. In reading, language arts, or social studies read about these famous Americans: Christopher Columbus, Benjamin Franklin, George Washington, Abraham Lincoln, Sam Houston, Henry Ford, John F. Kennedy, George Washington Carver.
Report orally on the work they did to contribute to the well being of our country.

21. Make a list of well known people who have come from our state and the work they did to contribute to our country.

22. Make a list of famous people who are living today and the work they are doing to contribute to our country.

23. Learn the Preamble to the Constitution and discuss how the dignity of the individual is brought out in it.

24. In language arts write a theme on "What I Might Like to Be When I Grow Up".

25 Report on Pierre Charles L' Enfant in language arts. In art, study architecture as a career.

26. In math discuss how an architect uses math in his work.

27. Read about the building of the White House.

ELEMENTARY CAREER MATERIALS

Community Helpers at Work--An activity kit providing learning experiences to help develop an understanding of activities associated with four specific community helpers--fireman, policeman, mailman.

Community Helpers--Complete, colorful, ready-to-post bulletin board.

Members of the Family--Flannel board set of realistic illustrations of all members of the family, plus friends; includes word cards for optional use.

People We Know--Set of 12 - 11" x 17" pictures: librarian, fireman, dentist, doctor/nurse, milkman, butcher, teacher/principal, repairman, postman, barber, check-out clerk, policeman.

Community Worker Inlay Puzzles--grocer, fireman, postman, policeman dentist, nurse

Community Helpers--Full color posters, showing community workers in daily work: Crossing Guard, Dentist, Teacher, City Bus Driver, Druggist, Poultry Farmer, Carpenter, Telephone Lineman.

The Family--Bulletin board aid. Includes eight members of the family, two girls, two boys, mother, father, grandmother, grandfather.

Community Helpers--Bulletin board aid. Six community helpers in full color, policeman, fireman, postman, milkman, nurse, and bus driver.

Transportation Bulletin Board Aid--Colorful prints of train, tugboat, helicopter, airplane, oceanliner, truck, bus, subway, bicycle, automobile.

Farm Yard--Colorful farm yard prints for bulletin board display.

The Negro Family--Mother and father, two boys and two girls. Bulletin board aid

At the Farm--Set of five pictures. 35" x 22" general farm scene, plus four 22" x 17" pictures: feeding pigs, gathering eggs, grazing cows, harvesting crops.

The Farm--Flannel board set. Includes farm buildings, crops, machinery, farm family.

The Negro Family--Flannel board set. Provides room settings and props for recreating family scenes in the home, store, and outdoors. Illustrates these members of the family: mother, father, sisters, brothers, baby, aunt, uncle, and grandparents.

Community Helpers--Colorful flannel board cutouts, illustrating fifteen community helpers, such as teacher, judge, fireman, doctor, policeman, scoutmaster, etc.

Community Workers--Flannel board set of over fifteen community workers, such as delivery man, telephone, lineman, bus driver, milkman, sales clerk, barber, plumber, etc.

Me, Myself, and I-- A simple elementary course presenting the basic principles of psychology. Records and filmstrips: Who Am I? Why Do My Feelings Change? What Can I Do About It? How Can I Improve Myself? What About Other People?, and Where Do We Go from Here?

Workers for the Public Welfare--Nine filmstrips: Police and Police Protection, Fire and Fire Fighters, The Post Office and Postal Workers, Education and the Teacher, The Library and The Librarian, Social Service and the Social Worker, and Sanitation and Health Workers, Transportation and Transportation Workers, and Recreation, Park and Playground Workers

Some Neighborhood Helpers--Nine filmstrips: The Neighborhood Doctor, The Neighbor Nurse, The Neighhorhood Pharmacist, The Neighborhood Opotometrist, The Neighborhood Barber, The Neighborhood Beautician, The Neighborhood Newspaper Store, The Automobile Service Station, and The Neighborhood Fish Store.

Where Our Daddies Work--one filmstrip

Our Neighborhood Workers--Nine filmstrips and cassette tapes: The Baker, The Dairyman, The Shoemaker, The Tailor, Our Neighborhood Laundry, The Butcher, The Banker, The Watcher and Jewler, and The Fruit and Vegetable Store.

Your Neighborhood--The World--Teacher's manuals, filmstrips and records; At Home, At School, The Farm, The Neighborhood, and The Community.

Fathers Work--Six filmstrips: My Dad is a Carpenter, My Dad is a Moving Man, My Dad Works in a Shoe Store, My Dad Works in a Factory, My Dad Works in a Supermarket, and My Dad Works in a Service Station/

Mothers Work, Too--Six filmstrips: My Mother is a Waitress, My mother is a Dental Assistant, My Mother Works in a Bank, My mother Works in an office, My Mother Works in a Drug Store, and My Mother Works at Home.

Good Morning Mrs. Miller Record. Courtesy, responsibility, listening, and safety for primary children. Interesting response type games and stories help students develop habits that will remain with them for a lifetime.

Remembering, Being Yourself, Anger, New Things, Seasons, The Little Drummer Boy--Record for Rhythms, songs, skills.

Distance, The Dark, Measuring Odds and Evens, Feeling Shy, Helping. Record for rhythms, songs, and skills.

Manners, Guessing Sounds, Families, Safety, Funny Sounds, and Tastes--Record for rhythms, songs, and skills.

Peabody Language Development Kit, Level I--Appropriate for mental ages 4½ to 6½. No reading or writing required and no seat work involved.

M I D D L E S C H O O L

A N D

H I G H S C H O O L

(Concepts, Objectives & Suggested Activities)

Mrs. Betty Bagwell
Middle School Coordinator

Dalton Anthony
High School Coordinator

CONCEPTS
GRADES 6 - 8

1. Positive attitudes toward all types of socially useful work are important.

2. Awareness of careers within the community, state, and nation is important.

3. Individual differences suit people for different careers.

4. Training requirements for skilled workers have increased and is an on-going process.

5. Jobs are classified according to responsibilities required, and these responsibilities change as needs demand.

6. Career choice is not necessarily final.

7. Career knowledge and self-knowledge (and the relationahip that exists between the two) are essential in making wise career choices.

8. Long range career planning in broad fields can develop at an early age and help determine a suitable approach for further study.

9. Career choice affects life style.

OBJECTIVES

1. To re-emphasize the attitude that a career cannot be classified as good or bad depending on the type of work done and the amount of training necessary.

2. To create within the student a realization that an individual's attitude toward his own career can affect his success in that career.

3. To review career opportunities in the local community.

4. To study careers that are available in other areas of Mississippi.

5. To create a general awareness of career opportunities in the United States according to different regions.

6. To help students realize that each person possesses some characteristics which are common to many people; but he also possesses many characteristics which make him a unique individual.

7. To help the student understand that not all people are suited to the same type career.

8. To arouse within each student a desire for self-exploration.

9. To instill in the students the fact that the number of jobs that require technical training have greatly increased in the last two decades.

10. To help students understand that in any career, training or continuous learning is an endless process.

11. To impress upon the students the fact that jobs for those with specialized training are in more demand than those requiring little or no training.

12. To help the student understand that careers fall into categories according to the type of work done and that careers within these categories are classified according to responsibilities required.

13. To provide experiences for students to see first hand how careers are classified according to responsibilities.

14. To provide situations whereby students can witness a change in career classification of a person because his responsibilities have of necessity changed.

15. To inform the students that in an average lifetime a person changes careers five times and that the major reason for this is lack of meaningful self-analysis and lack of opportunities to explore many career choices before entering the world of work.

16. To develop the idea that some people are suited to more than one career and could find success in any of several career choices.

17. To provide numerous activities which will permit the student to explore as many career choices as possible.

18. To make the student aware of the fact that there are many facets of a career to be considered in order to avoid hasty decisions.

19. To provide some means of meaningful self-analysis to each student whereby he can evaluate his interests, aptitudes, and achievements in relation to the career choices to which he is exposed.

20. To provide personal referral for students who have a broad insight into their career futures so that more intensive study and advice may be sought through the counselor, career coordinator, or other sources in the community.

21. To provide opportunities for students to observe people in several different careers and contrast the effect their career has on their life style.

22. To show that careers affect many phases of one's life patterns.

23. To emphasize that different people are suited to different life styles just as they are suited to different careers.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES, & ACTIVITIES

Any Subject Area: Make a bulletin board using pictures of people involved in many types of careers. Discuss how each career contributes to society. (The Careers could be general or those that apply to a particular subject area.)

Any Subject Area: Point out that it has only been approximately 10 - 15 years that it is necessary to have a degree in order to teach school, and that courses must be taken continually to keep a license up to date. (Requirements change and learning is an on-going process.)

English: Reports on careers available in our community, our state, or a particular area of the United States.

Debate: Need for (certain career) in our city.

Make a study of careers involved in the printing of a newspaper. This could be done as a research project or discussion in class with the use of briefs, tapes, etc. Better still, visit a printing office to learn what jobs are involved and then simulate these jobs in class and "print" a newspaper of career choices. (Point out that as subscriptions increase, demand on each persons time will increase, thereby, creating new jobs.

Research papers on personalities such as Ben Franklin or Thomas Jefferson who was successful in several careers. (Or more current personalities)

Social Studies: In Miss. History, as different areas of the state are studied, the students could write to the Chamber of Commerce or Development Associations to secure information about careers available in that area. This should be followed up with a study of the specific careers through the use of tapes, briefs, filmstrips, etc. available from your career information center.

In a study of the Industrial Revolution, do a "take off" on the invention of the cotton gin. This could involve a visit to a local compress (or gin) where arrangements might be made for the students to actually help gin a bale of cotton. Trace the cotton back to its original source, picking up career possibilities on the way: e.g., truck driver, cotton picker, crop duster, cotton farmer, seed dealer, wholesaler, etc. (Or you could go in the other direction and follow the cotton to a finished product.)

Man Learning to Live with Man: Have persons of contrasting careers visit class and let students ask questions about such things as: amount of time spent at home, where they live, how long they have lived in that place, civic clubs and organizations to which they belong, number of children, etc. Contrasts might be discussed such as: persons in business for themselves tend to remain in one place longer, people in political positions tend to be more active in civic work, factory workers have more time with their families than those in managerial positions. This should be preceded by a study of career briefs, etc. before each person visits class in order to stimulate discussion.

Mathematics: Reasoning or Word Problems: Some find it easier to work math if it is in numerical form rather than reasoning word problems. Point out careers which would involve each of these, such as, cashier, clerical worker who is required to do simple machine operations. (Machines could be brought into class for hands-on experience) In contrast, accountant, computer programmer, all types of engineers.

Industrial Arts: Visit a local factory which is involved in training programs for its employees. (Training is an on-going process.)

Science: Space Exploration: Point out the impact Sputnik had on the fields of science and mathematics, and study some of the careers which emphasis has been placed upon since that time. A field trip to Red Stone Arsenal would be invaluable. (Should be planned well in advance.)

Home Economics: Grooming & Clothing: Emphasis could be placed on how one feels about his appearance might influence his attitude toward himself. Have beautician, cosmetician, fashion expert, etc. visit classes and explain their jobs and the role they play in self-image.

Any Subject Area: Students may be referred to counselor or career coordinator to make further studies in broad areas of interest to him. Arrangements could be made by these people for additional activities as the need arrises. (The number of students who develop this degree of interest should be, or normally would be, very limited in the middle school grades.)

CONCEPTS
GRADES 9 - 12

1. As careers change one must adapt to these changes.

2. Career education or training is a continuous process.

3. Attitudes of respect for employers and fellow employees is necessary.

4. An important relationship exists between high school courses and one's life work.

5. Knowledge of techniques used in applying and securing a job is essential.

6. Students should be in a position to formulate general areas of career interests based on career information and self-analysis.

7. Based on general areas of interest, tentative plans can be made for future education or training.

8. The respect of all careers is important.

9. The imparting of career information through the subject areas is a necessary function of the school.

10. A first hand knowledge of people in particular careers could prove valuable.

11. Actual student participation in a job could help a student become more familiar with certain careers.

12. The wise use of leisure time leads to fulfillment of self in a rapidly changing, technological society.

OBJECTIVES
GRADES 9 - 12

1. To acquaint students with changes in careers as brought about by new knowledge, economic conditions and other situations which may arise.

2. To make the student aware that additional education and re-training are essential in some of todays careers.

3. To develop attitudes of respect and cooperation for ones career and the people with whom you work.

4. To point out how high school courses can prepare the student for for a career.

5. To instruct the students in the specific details for securing a job.

6. To assist the student in every way possible to find out about careers in which he is particularly interested.

7. To refer students to the counselor for information concerning schools, colleges, and other training programs.

8. To develop a realistic attitude toward the dignity of all work and workers.

9. To inform the students what careers are available with relation to particular high school subjects.

10. To include in the student's educational experience contact with workers on the job.

11. To simulate work experiences as a means of career exploration.

12. To be able to use leisure time wisely and pursue those activities in depth which are in keeping with his interests and abilities.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES & ACTIVITIES

English: Why Study English: "Why should I study English? I'm going to be a plumber. What good will it be to me? I'll be using my hands most of the time anyway." Many a student has argued that way to himself as an excuse for not learning the correct way of speaking and writing the English language; but it is a false argument, as many former students have learned to their dismay, for it does pay the manual laborer as well as the salesman to study English to know how to speak and write correctly. In the course of a busy day a plumber or most any occupation directly involves the use of English.

In English a study of how to use the telephone directory, keep address books, file, use correct letter form use banking forms, write checks and send a telegram could be included. Most individuals need a knowledge of the above items.

Proper attitude towards one's work, employer, and fellow employees could be discussed.

The interview and letter of application are important items with reference to using English on the job.

English classes could interview their fathers, mothers, and other employed relatives to learn their reasons for choosing a particular career. The results could be tabulated and discussed to see what factors might influence what a person does for a living.

History: Problems of An Industrial Nation: A discussion of the technological and economic changes with reference to the demand for skilled workers, higher wages, improvement of working conditions, formation of unions and strikes and boycotts lends itself to a career discussion.

All of the above are still present today in industry. Students could be required to bring in current events clippings from newspapers or magazines or give oral reports concerning the relationship the above mentioned things have on many different careers in our economic society today. The changes brought about by technological advances have created new jobs and eliminated some as well. The idea of trainging and re-training can be brought in here.

The agricultural revolution can be discussed with reference to our present scientific methods of agricultural research. Thousands of careers are available in the field of agriculture because means of production and machines have become more numerous and more complex. Also, some areas of agricultural work have been eliminated.

Different methods of transportation and the careers available in this area can be brought into a discussion.

The psychological and sociological aspects of an individual's life could be discussed with relation to particular careers.

Students could interview teachers, policemen, and auto mechanics in the community. They asked each person what led him to enter his particular career. Tabulations could be compared for the three kinds of careers.

In a high school American History class time could be spent in learning about the development of division of labor in the U. S. from revolutionary times until the present.

Students could interview parents and neighbors about the number of different addresses they have had since leaving school and how many times the move had been due to changes in jobs.

Have students interview adults in the community, prepare a list of questions concerning how the individual came to his present occupation.

Government: A general statement of the unlimited employment opportunities with local, state, and national governments could be included in the introductory comments about government.

How to seek and find employment in state civil service would be valuable.

How to seek and find employment in national civil service could be included.

Almost every topic in a government book is closely connected with hundreds of occupations. As a regular part of the class lecture or discussion, these careers could be included. If possible, invite some local area governmental employees to talk to the students.

This is a partial list of careers available in the Government Service:

U. S. Postal Service
Federal Bureau of Investigation
National Park Service
Fish and Wildlife Service
Bureau of Mines
Bureau of Indian Affairs
Tennessee Valley Authority
Agricultural Research Service
Soil Conservation Service
Rural Electrification Administration
Farmers Home Administration
Consumer & Marketing Service
Bureau of the Census
National Bureau of Standards
Patent Office
Maritime Administration
Bureau of Labor Statistics
The Women's Bureau
Social Security Administration
Public Health Service
Office of Education
Federal Housing Administration
Federal Transportation Safety Board
Federal Aviation Administration
Federal Highway Administration
Federal Railroad Administration
U. S. Coast Guard

If you would like to have information on any of the preceding, please notify the career-coordinator well in advance. Governmental agencies are usually good about sending material, but it does take several days.

Speech: How to Research Material for a Speech: Have your students prepare a speech encouraging a particular industry to build a plant in New Albany. Find out what type skills will be needed in the new industry. Find out what new job areas will develop. Perhaps a good approach would be to contact some already established industry and find out how they went about getting started in New Albany, and how they went about getting their employees.

Topics on Radio and Television speech lend themselves to several activities. For students particularly interested in radio or T V broadcasting visit the local radio station or a radio or T V station in the area. This will give the students an opportunity to talk directly with radio and T V commentators. The commentators will be able to tell the students how they got started and what training is necessary. If a visit is not possible, perhaps someone could visit the school to discuss radio and T V speech with the students. Although not directly a part of the speech program, the other jobs in the radio and T V industry, such as engineers, could be mentioned.

Set up a simulated radio or T V talk show with student participants.

Dramatics lends itself to many possible career choices. If a school play is presented, this could be an excellent opportunity to bring out the many careers open in the theatrical business, lighting technicians, sound technicians, etc.

A speech class could interview a random number of adults, asking each one about his work and level of education and how the latter influenced his career development. To see what affect education had upon career development could be valuable to young people in various stages of career planning.

Maroon and White Staff: Members of this staff could interview members of the preceding graduation class to see who is employed in community and to see what colleges others are attending. This information could be published in the school newspaper.

Home Economics: Most any unit in a home economics course lends itself to relating career information. A unit on clothing, for example, brings up the careers of fashion design, pattern making, chemists, and hundreds of others.

A unit on food would lend itself to study such occupations as dieticians, commercial cook, etc.

Mathematics: A group of high school math students could study the decision making process. They could begin by examining advertisements with a view to investigating the nature of proof. This could lead to the study of other logical principals. Finally each student could attempt to develop a reasoned career choice. Each could note critical points at which logic and problem solving techniques were difficult to career choice.

Students will be given problems in math which necessitate demonstrating the ability to compute percentages with regard to "mark-up" prices from wholesale cost to retail price.

Students will demonstrate knowledge of the inventory process through activities involving a simulated grocery store arranged in the classroom.

Students will assume the role of cashier using a cash register to demonstrate the ability to make correct change in real money exchange for purchases made by other students role playing as customers.

Students will be presented written problems to complete demonstrate correct adding order.

Students will demonstrate knowledge of wise buying in quantity by means of their choice of items which are marked 3/$1.00 or 35¢ each.

Science: Show how the scientific method might be used in making a particular career choice.

Have students clip help-wanted advertisements from a big city newspaper or contact some corporation in some field of science. Discuss the importance of scientific occupations in national and international affairs.

Ask a representative of one of the local health services to speak to the class on the applications of science in his field.

The microscope has unlimited uses in almost every area of science.

Business Education: Most any area of study in a business education class lends itself to possible careers. Business teachers have for years been relating their subjects to real life situations.

Any Area: Students could indicate their major school and out-of-school interests. They could also indicate the kind of experience they had with each interest. A discussion could follow as to how experience or the lack of experience could affect career choice.

EXAMPLES OF CAREER TITLES ACCORDING TO SUBJECT AREA

English

Bookbinder
Compositor
Proofreader
Reporter
Switchboard Operator
Receptionist
Employment Agency Interviewer
Secretary
Radio & T V Announcer
Librarian
Industrial Relations Worker
Teacher
Speech & Hearing Clinician
Counselor
Composers and Arrangers
Writer
Translators & Interpreters
Advertising Copywriter
Editor
Literary Agent

Science

(General)
Engineer
Agricultural Research Worker
Biophysicist
Broadcast Technician
Civil Engineer
Dental Hygienist
Forest Technician
Horticulturist
Industrial Electronics Technician
Microbiologist
Nurse
Oceanographer
Park Naturalist
Pharmacist
Radio & Television Technician
Sanitary Engineer
Science Teacher
Wildlife Specialist
Zoologist

(Biology)
Botanist
Zoologist
Anatomist
Pathologist
Physiologist
Geneticist
Microbiologist

(Chemistry)
Organic Chemist
Biochemist
Inorganic Chemist
Physical Chemist
Analytical Chemist
Chemical Technician
Chemical Engineer

(Physics)
Atomic & Subatomic Physicist
Solid State Physicist
Optical Physicist
Acoustical Physicist
Astrophysicist
Chemical Physicist
Plasma Physicist
Physics Technician

(Environmental Science)
Ecologist
Geologist
Geophysicist
Paleontologist
Meteorologist
Oceanographer

Mathematics

Bank Clerks
Bookkeeper
Construction Laborer
Data Processing Machine Operator
Technicians, General
Draftsman
Electrician
Engineers, General
Office Machine Operator
Architect
Accountant
Surveyor
Credit Clerk
Bank Teller
Insurance Agent
Musician
Designers, General
City Planner

Social Studies

Airline Stewardess
Announcer, Radio & TV
City Managers & Planners
Civil Service Workers, Federal
Cooperative Extension Service Workers
Criminologist
Customs Worker
FBI Agent
Foreign Service Worker
Geographer
Historian
Import & Export Workers
Internal Revenue Agent
Judge
Parole & Probation Worker
Police & Policewoman
Religious Vocations
Teacher
Translators & Interpreters
Travel Agency Worker

Business Education

Accountants
Bank Workers
Bank Officers
Correspondence Clerks
Addressing Machine Operator
Airline Ticket Agent
Checker
Cashier
Retail Clerk
Credit Manager
Bank Teller
Bookkeeper
Farm Manager
Travel Agent
Wholesale Salesman
Room Clerk
PBX Operator
Foreign Service Worker
Internal Revenue Agent
Typist
Business Teacher
Bookkeeping Machine Operator
Buyer
Key Punch Operator
Stenographer
Secretary

Home Economics

Cooks & Chefs
Cooperative Extension Service Worker
Custom Tailors & Dressmakers
Interior Designer
Dietitian
Dress Designer
Food Technologist
Model
Patternmaker
Waiters & Waitresses
Home Economics Teacher
Nutritionist
Agricultural Extension Worker
Kindergarten & Nursery School Teacher

Industrial Arts

Arc Welding Machine Operator
Automobile Body Designer
Automotive Careers, General
Building Construction
Cabinetmaker
Diesel Mechanic
Draftsman
Electrical Careers
Lathe Operator
Lenotype Operator
Machine Tool Operator
Metal Patternmaker
Forge Shop Occupations
Garment Cutter
Industrial Truck Operator
Petroleum Production Occupations
Printing Careers
Refrigeration Mechanic
Sheet Metal Worker
Woodworking Careers

Art

Architects
Automotive Designer
Cartoonist
Fashion Designer
Florist
Engraver
Industrial Designer
Landscape Architect
Patternmaker
Furniture Designer
Scene Designer
Art Teacher
Sculptor
Commercial Artist
Cartographer
Display Workers
Drafting
Medical Artist

Speech

Radio Announcer
Television Announcer
Broadcast Technician
Disk Jockey
Motion Picture Director
Motion Picture Producer
Film Editor
Actor
Actress
Motion Picture Projectionist
Playwright
Programmer
Public Relation Worker
Radio & T.V. Time Salesman
Reporter
Speech & Hearing Therapist
Translators & Interpreters

Health

Biophysicist
Food & Drug Inspector
Geneticist
Lifesaving Jobs
Nurse
Medical Technologist
Ophthalmologist
Physical Therapist
Veterinarian
X-Ray Technologist
Physician
Nutritionist
Physical Education Teacher
Psychiatric Social Worker
Radiation Monitor
Safety Engineer
Orthodonist
Recreation Director

Physical Education

Physical Education Teacher
Coach
Recreation Director
Camp Counselor
Rehabilitation Counselor
Y.M.C.A. Professional Worker
Physical Therapist
Professional Athelete
Choreographer
Playground Supervisor

-MATERIALS-

Semi-Skilled Careers Kit

150 Career Briefs and Summaries on Semi- and Unskilled Jobs

Industrial Careers Kit

150 Industrial semi-skilled, skilled, and technical Career Briefs and Summaries

Business Careers Kit

120 Career Briefs in the field of Business

Science Careers Kit

120 Career Briefs in the field of Science

Health Careers Kit

120 Career Pamphlets on skilled, technical, professional and semi-professional careers in the field of health

Career Interest Builders

17½" x 22½" posters in 20 different career fields

Career Possibilities for those Interested in:

Space Exploration
Semi-Professional Medical Work
Art
Working with Numbers
Photography
Communication
Algebra
Data Processing
Dramatics
Electronics
Atomic Field
Working with the Physically Handicapped
Community Service
Business
Children
Machine Operations
Repair Work
Foreign Trade & Commerce
Technology
Out-of-Doors

Widening Occupational Roles Kit (WORK)

Junior Occupational Briefs: 400 separate occupations in colorful, factual stories illustrating authentic work situations. The briefs are organized according to type of work and education required, in order to help the student explore occupations in broad categories.

Junior Guidance Booklets: The Job in Your Future, Your Abilities, All About You, Make Your Study Hours Count, Getting Along in School

WORK, cont.

Student Workbooks: Students record views of their abilities, interests, achievements, current activities, hobbies, and the training needed to attain their vocational goals. The kit includes 25 workbooks.

Color Filmstrips: Illustrate the vital relation between education and job opportunity; they provide a realistic introduction to the world of work and to the many types of people who are a part of it.

Who Are You?
What Do You Like to Do?
What is a Job?
What Are Job Families?
What Good is School?

Job Family Series Booklets

Illustrate how different jobs are related through common factors--satisfying similar interests, for instance, or requiring similar skills.

Jobs in Agriculture
Jobs in Art
Jobs in Building Construction Trades
Jobs in Clerical Work
Jobs in Education
Jobs in Electronic Data Processing
Jobs in Engineering
Jobs in Health
Jobs in Mathematics
Jobs in Mechanical Work
Jobs in Outdoor Work
Jobs in Performing Arts
Jobs in Professional Home Economics
Jobs in Psychology
Jobs in Publishing
Jobs in Science
Jobs in Selling
Jobs in Social Work
Jobs in Unusual Occupations

Handbook of Job Facts

Reference book presenting a variety of up-to-date information in a concise and easy-to-read chart form.

Exploring the World of Work (Cassette Series)

Reel 1 Introducing the World of Work, Part 1
40,000 Occupations, The Need for Planning

Reel 2 Introducing the World of Work, Part 2
An Approach to Studying Occupations

Reel 3 Outdoor Interest Occupations
Forestry, Agriculture, Recreation

Reel 4 Mechanical Interest Occupations
Engineer, Construction Trades, Production Managers

Reel 5 Computational Interest Occupations
Accountant, Statistician, Computer Operator

Reel 6 Scientific Interest Occupations
Engineer, Biologist, Health Scientist

Reel 7 Persuasive Interest Occupations
Sales, Advertising, Reporter

Reel 8 Artistic Interest Occupations
Commercial Art, Fine Art, Architecture

Reel 9 Literary/Musical Interest Occupations
Writers, Librarian, Musician

Reel 10 Social Service Interest Occupations
Clergy, Social Work, Teaching

Reel 11 Clerical Interest Occupations
Secretary, Bookkeeper, Travel Agent

Reel 12 Women in the World of Work
Planning a Double Career, The Need for Education
Trends for the Future

The Wonderful World of Work: Vocational Opportunities (Filmstrips & Cassettes)

What is Your Future in the Changing World of Work?
The Receptionist
The Automobile Mechanic
TV and Radio Repair
The Tool and Die Maker
The Electrician
The Printer
The Sheet Metal Worker
The Automotive Sales Representative
The Cook
The Data Processing Clerk
The Sheet Metal Worker - Building Trades
The Medical Assistant
Real Estate Sales

Discovering Yourself

Includes self-appraisal charts, quizzes, and examples. (Consumable; may be used as reference or be duplicated)

Planning My Future

Contains self-administered tests and inventories that help guide the student in making preliminary educational as well as vocational decisions. (Consumable; may be duplicated)

Looking Toward High School

Activity test answers key questions about high school and encourages the student in planning his academic career. (Consumable; may be duplicated)

My Educational Plans

Enables the student to plan a realistic high school program with the aid of fifteen thorough self-appraisal inventories. (Consumable; may be duplicated)

Occupational Guides

Prepared by Mississippi Employment Security Commission - give general information about occupations that are found in most sections of Mississippi. (22 separate careers)

Health Careers Guidebook

250 page book published by U. S. Dept.of Labor

Rural Youth - What Kind of Work Would You Like to Do?

Booklet containing information to help rural youth decide on a career. Contains bibliography of additional reading material.

Occupational Exploration Kit

This kit provides students with a systematic, personalized approach to job investigation. The kit contains an occupation scanner which is a convenient coding device that pinpoints each occupation in terms of the education and abilities it requires and the interests it satisfies. OccuScan helps the student to focus his attention on job possibilities appropriate for him personally. The kit also contains 400 occupational briefs, which are 4-page briefs that provide a thorough description of a specific occupation, including qualifications, training required earnings, outlook, and so on, together with selected references for follow-up research. A set of Job Family Booklets is also included plus eight guidance series booklets.

"American Occupations" Series (Cassettes)

Series of 19[illegible] lessons describe the necessary training, obstacles, and rewards of almost any vocation available. Students can explore many work opportunities in his quest for the career that satisfies his aspiration, expectations, and that he feels is within his ability to achieve. Each lesson is 15 minutes in length. There is a separate program on each side of the tape.

Should You ------?

Series of pamphlets published by New York Life Insurance Company.

A Class Studies Rubber (Filmstrip)

The Firestone Tire & Rubber Company

World of Work Kit

Fifty, 4-page, Illustrated fiction stories which dramatically acquaint the reader with job-worker situations which influence his success in getting, keeping, and advancing on a job. Written at a fifth-grade reading level, many of the stories are open-ended to prompt classroom discussion. Multiple choice, short-answer, and discussion questions are provided at the end of each story.